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ABSTRACT

Recommendations are made for building an effective corrective or remedial reading improvement program into the structure of the developmental reading program. An outline of suggestions concerning objectives and goals, personnel, physical facilities, pupil selection, materials, and instruction is given. Samples of interest inventories and checklists of difficulties in basic reading skills are included. The sound approach plan, one method in word recognition, is presented. The following three ingredients necessary for successful remedial reading are indicated by the authors: restore the child's security, discuss the child's area of confidence in reading, and advance from the area of confidence by a continual series of success steps. (NH)

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SUGGESTIONS FOR A CORRECTIVE AND REMEDIAL READING PROGRAM

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RE002 355

SUGGESTIONS FOR A CORRECTIVE AND REMEDIAL READING PROGRAM

Corrective or remedial reading is a temporary program of "educational first aid" designed to "cure" reading disabilities and return the reader to his proper group for further development reading instruction. The need for corrective or remedial reading may appear at any level of the developmental program. An effective program can be built into the structure of the developmental reading program.

1. Organization

   A. Objectives and Goals (Be specific)

      EXAMPLE:
      1. To diagnose the pupil's difficulties and to place him where he can achieve and improve in reading skills.

   B. Personnel

      1. Teacher selection (number, qualifications, cost)
         Teachers best qualified and most interested in the remedial program should be selected to teach the classes. This may be a regular classroom teacher, reading specialist, or reading teacher. The teacher should:

         a. Be experienced in all grades - particularly in primary grades
         b. Understand the ways children learn
         c. Thoroughly understand the reading process
         d. Be familiar with all types of reading materials
         e. Have patience and understanding
         f. Be creative

   C. Physical Facilities

      1. Section of the classroom
      2. Special rooms (Certain facilities should be made available)
         a. Space for individual work
         b. Storage space for materials
         c. Library facilities
         d. Audio-visual aids
         e. Access to a duplicator, or mimeograph, paper cutter, typewriter, etc.
         f. Assistance of a clerk or helper is desirable

   D. Selection of Pupils

      1. Develop criteria for selection of pupils. Supervisors, principals, teachers, and reading teachers must be included in developing the criteria.
      2. Corrective and remedial readers must be separated from the "slow learner". A "remedial reader" is any student who has reading difficulty, or shows a weakness in mastery of any specific skill or ability which results in his reading below his assumed mental capacity. A "slow learner" is a student who may not be reading up to his age-grade level but is achieveing up to his mental capacity. Usually the term "slow learner" refers to the student who has an I.Q. between 50-75.

a. Screening students

1. Give general achievement test. (Use results from the most recent test given).

a. Metropolitan General Achievement (Lower grades)
b. S.R.A. General Achievement (Upper grades)
c. Intelligence Test (Use results from most recent test given)
1. Lorge Thorndike
2. Otis Quick Scoring Mental Ability
3. S.R.A. Primary Abilities

NOTE:
1. Principals and teachers must cooperate fully with the special teacher in testing.
2. This screening is general and gives a basis for further testing.

b. Select the pupils for further testing

1. Observation: (Use check lists prepared by teachers)

a. Vision difficulty
b. Hearing difficulty
c. Poor comprehension (on story he hears read)
d. Speech difficulty
e. Unusually <u>slow</u> reading rate (slower than natural talking)
f. Short attention span - restless, fidgety, and easily distracted

2. Give a general <u>reading</u> test

a. Durrell - Sullivan - (1-6 grades) - (Gives capacity and achievement)
b. Metropolitan General Reading (Jr. - Sr. High)
c. New California (Grades 1-12) Series w, x, y, z - 1963

With this information an estimation of pupil's capacity in terms of grade placement can be determined. Select children one or more grade levels below their mental grade and chronological grade.

NOTE:

C.A. - 5 = C.G.

11.3 = Chronological age
<u>5.0</u> = Pre-school years
6.3 = Chronological grade

M.A. - 5 = M.G.

10.4 = Mental age
<u>5.0</u> = Pre-school years
5.4 = Mental grade

c. Diagnose specific needs of the remedial group

1. Give a diagnostic test

a. Botel Reading Inventory (elementary) good for determining word perception weaknesses.

REMEMBER: 70% remedial readers are deficient in word attack skills.

b. Diagnostic Survey Test (secondary)

1. Determine and chart weaknesses

a. General reading
b. Silent and oral word attack
c. Comprehension
d. Vocabulary

c. Individual tests may be given for further diagnosis

1. Durrell's Analysis of Reading Difficulty (best)
2. Gilmore Oral Reading
3. Informal Reading Inventory (none better)
Many teachers prefer this type of testing and it requires very little money. (Materials and directions are available in the Language Arts Department, State Department of Education.)

d. Background Information

1. Interest inventory
2. Home information
3. School records (cumulative records)

E. Selecting Materials

In selecting materials certain criteria should be followed:

1. Must be on a level where the child can achieve success
2. Be of high interest level, but with a vocabulary at the independent or instructional level
3. Must be on a gradual progression of difficulty in order to build skills in a sequential order
4. Teachers must have sources available for selecting the materials
a. Examine materials
b. Demonstrate the use of materials (very important)
5. Workbooks, skillbooks, and reading series, should be purchased in quantities of 10 or 12. (Large quantities are not needed)
a. At intermediate, junior high, and senior high level, students need not write in workbooks. (Use notebook for answers)
6. A wide variety of materials are needed as:

Basal readers, supplementary readers, practice readers, workbooks, skillbooks, reading kits, games, mechanical devices, magazines, films, tapes, filmstrips, programmed materials, recordings, and library books suitable for reluctant readers.

(Material lists are available in the Language Arts Department - State Department of Education)

F. Suggested Plan for Instruction (Be flexible)

1. Class number (15 or less)
2. Organize the remedial groups
   a. All students may be from a classroom or particular grade
   b. Combine all remedial students in primary grades (1-2-3) Consider age and grade level
   c. Combine all remedial students in intermediate grades (4-5-6)
   d. Combine all remedial students in secondary grades (Consider age and social development)

Keep in mind arrangement of classes must be tentative because adjustments may be necessary after instruction begins.

3. Coordinate classes with the building program. (Work with faculty)
4. Class periods (fifty to sixty minutes in length)

   a. Daily instruction should be provided if possible
   b. Class periods should provide for:
      1. Whole group instruction
         EXAMPLE: Teach all students who need some drill on a specific skill - phonetic analysis
      2. Small group instruction
      3. Individual instruction
      4. Independent study
      5. Daily evaluation of progress

   c. Use a variation of methods, techniques, and approaches
   d. Provide a variety of activities within the period (At least three or four)
      EXAMPLE: Phonetic Analysis (15 minutes)
      Work Sheets, Sight Words (15 minutes)
      Tachistoscopic training (10 minutes)
      Individualized work (15 minutes)
      Daily evaluation (5 minutes)

5. Five definite steps in teaching the student
   a. Go back to where the pupil is able to function successfully Help the students to:
      1. Understand their weaknesses and ways of overcoming them
      2. Establish realistic goals
      3. See their own progress by recording their scores on graphs and charts
      4. Be aware that each day's lesson is a small step toward their goal
      5. Gain self-confidence
   b. Build sight vocabulary and speed up recognition (220 Basic Sight Words)
   c. Teach self-help in sounding
      (Perception skills using exercises to build word forms, context clues, phonetic analysis, structural analysis, dictionary skills, and tactile-kinesthetic skills.)
   d. Develop Comprehension Skills
   e. Secure much interesting reading material at present level

G. Evaluation

1. Daily evaluation of pupils (progress charts and graphs)
2. Give teacher made tests every week on word recognition, word analysis, and comprehension
3. Keep a progress chart for every pupil
4. Give a standardized test in General Reading at the end of the first and second semester
5. Some evaluation should be made of the effectiveness of the program in meeting needs. This should include organization, procedures, activities, materials, and attitudes

H. Guiding Principles

1. Understanding and cooperation of the faculty are musts for the success of a corrective and remedial program in any school. The remedial teacher must establish and maintain rapport with the school staff. The principal is the key person in the school.
2. A coordinator should be selected. (A teacher or supervisor)
   a. To coordinate program
   b. To provide guidelines
   c. To make plans, discuss problems, etc.
3. The coordinator and teacher should meet regularly (Once a week at the beginning).
4. Suggested topics to be studied are:
   a. Scheduling
   b. Prevention of reading difficulties at 1-2-3 grades
   c. Causes of reading disability
   d. Methods and techniques
   e. Diagnosing (testing)
   f. Develop mental reading program 1-12
   g. Selection and use of materials
   h. Prepare skill sheets, check lists, and reporting forms
   i. Evaluation of program

A CLASS CHART FOR WORD DIFFICULTY ANALYSIS

Child's Name	Letter Names	Consonant Sounds	Sight Vocabulary	Context Clues	Compound Words	Blend Letter Sounds	Letter Sub.			Long Vowel Sounds	Short Vowel Sounds	Rules for Long Vowel Sounds	Rules for Short Vowel Sounds	Syllable Understanding	Base or Root Word	Prefixes	Suffixes	Letter Teams	ay; oo-oo; oi-oy;	Letter Teams	ou-ow; au-aw;	Letter Teams	ar-or; er-ir-ur -	Follows Directions	Interpretations	Memory of Details
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CHECKLIST OF DIFFICULTIES IN BASIC READING SKILLS

Name_____ Grade_____ Year_____

I. Vocabulary Skills

A. Word Recognition
- _____1. Has limited sight vocabulary
- _____2. Omits words: _____
- _____3. Adds words: _____
- _____4. Substitutes words: _____
- _____5. Depends on configuration clues
- _____6. Does not use context clues
- _____7. Depends too heavily on context clues
- _____8. Reverses words: _____

B. Word Analysis
- _____1. Does not look for recognizable parts
- _____2. Uses only initial attack
- _____3. Omits endings: _____
- _____4. Makes errors on medial vowels: _____
- _____5. No phonetic skills

C. Speaking Vocabulary
- _____1. Has limited speaking vocabulary
- _____2. Has foreign language background

II. Phrasing, Fluency

A.
- _____1. Ignores punctuation
- _____2. Reads word by word
- _____3. Habitually repeats words or phrases
- _____4. Reads too slowly, ploddingly
- _____5. Reads too fast, carelessly

III. Motor Skills

A. Ocular Skills
- _____1. Loses place easily
- _____2. Points finger, pencil, etc.
- _____3. Moves head
- _____4. Has limited eye-voice span

B. Speech
- _____1. Enunciates poorly
- _____2. Stutters or stammers
- _____3. Voice is too weak
- _____4. Voice is too loud
- _____5. Vocalizes while reading silently

IV. General Observations
- _____1. Does not understand but reads fluently
- _____2. Does not show interest in reading
- _____3. Is not accurate in interpretation
- _____4. Reads too literally
- _____5. Grasps details, misses main idea
- _____6. Exhibits poor work habits

ESTIMATION OF PUPIL CAPACITY IN TERMS OF GRADE PLACEMENT

This table may be used simply by finding the child's I.Q. and his age, tracing both lines until they meet. The grade placement found is indicative of what each child is capable of doing.

	Intelligence Quotient											
C.A.	80	85	90	95	100	105	110	115	120	125	130	135
6-3 ...					1.0	1.3	1.6	1.9	2.2	2.5	2.8	3.1
6-6 ...					1.3	1.6	1.9	2.2	2.5	2.8	3.2	3.4
6-9 ...				1.2	1.5	1.8	2.2	2.5	2.8	3.2	3.4	3.8
7-0 ...			1.1	1.4	1.8	2.1	2.4	2.8	3.1	3.4	3.8	4.1
7-3 ...			1.3	1.7	2.0	2.3	2.7	3.1	3.4	3.8	4.1	4.4
7-6 ...		1.2	1.5	1.9	2.3	2.6	3.0	3.3	3.7	4.1	4.4	4.8
7-9 ...	1.0	1.4	1.8	2.2	2.5	2.9	3.3	3.7	4.0	4.4	4.8	5.2
8-0 ...	1.2	1.6	2.0	2.3	2.8	3.2	3.5	3.9	4.3	4.8	5.1	5.5
8-3 ...	1.4	1.8	2.2	2.6	3.0	3.4	3.8	4.2	4.6	5.0	5.4	5.8
8-6 ...	1.6	2.0	2.4	2.8	3.3	3.7	4.1	4.5	4.9	5.3	5.8	6.2
8-9 ...	1.8	2.3	2.7	3.1	3.5	3.9	4.3	4.8	5.2	5.7	6.1	6.5
9-0 ...	2.0	2.4	2.9	3.3	3.8	4.2	4.7	5.1	5.5	5.9	6.4	6.8
9-3 ...	2.2	2.7	3.1	3.6	4.0	4.4	4.9	5.3	5.8	6.3	6.7	7.2
9-6 ...	2.4	2.8	3.3	3.8	4.3	4.8	5.2	5.7	6.1	6.6	7.0	7.5
9-9 ...	2.6	3.1	3.6	4.0	4.5	5.0	5.4	5.9	6.4	6.9	7.3	7.8
10-0 ..	2.8	3.3	3.8	4.3	4.8	5.3	5.8	6.3	6.7	7.2	7.7	8.2
10-3 ..	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5
10-6 ..	3.2	3.8	4.3	4.8	5.3	5.8	6.3	6.8	7.3	7.8	8.3	8.8
10-9 ..	3.4	3.9	4.4	5.0	5.5	6.0	6.6	7.1	7.6	8.2	8.7	9.2
11-0 ..	3.6	4.2	4.7	5.3	5.8	6.3	6.8	7.3	7.9	8.4	9.0	9.5
11-3 ..	3.8	4.3	4.9	5.4	6.0	6.6	7.1	7.6	8.2	8.8	9.4	9.8
11-6 ..	4.0	4.6	5.2	5.7	6.3	6.8	7.4	7.9	8.5	9.1	9.7	10.2
11-9 ..	4.2	4.8	5.3	5.9	6.5	7.1	7.7	8.3	8.8	9.4	9.9	10.5
12-0 ..	4.4	4.9	5.6	6.2	6.8	7.3	7.9	8.5	9.1	9.7	10.3	10.8
12-3 ..	4.6	5.2	5.8	6.4	7.0	7.6	8.2	8.8	9.4	10.0	10.6	11.2
12-6 ..	4.8	5.4	6.0	6.7	7.3	7.8	8.5	9.1	9.7	10.3	10.9	11.5
12-9 ..	5.0	5.7	6.3	6.9	7.5	8.2	8.8	9.4	10.0	10.7	11.3	11.9
13-0 ..	5.2	5.8	6.5	7.1	7.8	8.4	9.0	9.7	10.3	10.9	11.6	12.3
13-3 ..	5.4	6.1	6.7	7.3	8.0	8.7	9.3	9.9	10.6	11.3	11.9	12.6
13-6 ..	5.6	6.3	6.9	7.6	8.3	8.9	9.6	10.3	10.9	11.6	12.3	12.9
13-9 ..	5.8	6.5	7.2	7.8	8.5	9.2	9.9	10.5	11.2	11.9	12.6	13
14-0 ..	6.0	6.7	7.4	8.1	8.8	9.4	10.2	10.8	11.5	12.2	12.9	13+
14-3 ..	6.2	6.9	7.6	8.3	9.0	9.7	10.4	11.1	11.8	12.5	13	13+
14-6 ..	6.4	7.1	7.8	8.5	9.3	10.0	10.7	11.4	12.1	12.8	13+	13+
14-9 ..	6.6	7.3	8.0	8.8	9.5	10.3	10.9	11.7	12.3	13	13+	13+
15-0 ..	6.8	7.5	8.3	9.0	9.8	10.5	11.3	12.0	12.7	13+	13+	13+
15-3 ..	7.0	7.8	8.5	9.3	10.0	10.8	11.5	12.3	13	13+	13+	13+

A formula for determining the relation of mental age to chronological age.

Mental Age - Chronological age times I.Q. Change chronological age into months and divide the results M A by 12 to express it in years and months. The I.Q. is really a decimal fraction. Ex. To find the M A of a child 6 years old with I.Q. of 85 - Change 6 years to 72 months. 72 x (85, I.Q.) equals 61.2 divided by 12 equals 5 years, 1 month M A.

INTEREST INVENTORY

Name: _____

Address: _____

School: _____

_____

_____

1. What hobbies do you have?_____
2. What kind of books do you like to read?_____
3. What church do you attend?_____
4. Do you go to Sunday School?_____
5. What is your favorite club?_____
6. What programs do you like on TV?_____
7. What games do you enjoy playing?_____
8. Do you take music lessons?_____
9. What instrument do you play?_____
10. How many brothers and sisters do you have?_____
11. Give the ages of your brothers and sisters._____
12. Who is your best friend?_____
13. What is your favorite sport?_____
14. What awards have you won in sports?_____
15. How much allowance are you given?_____
16. What magazines do you like?_____
17. Do you read newspapers?_____
18. How many times a month do you go to the movies?_____
19. How often do you go to the library?_____
20. What is your favorite subject in school?_____

WORD ANALYSIS TECHNIQUES

THE SOUND APPROACH PLAN:

One method used in word recognition.

a. Phonics is being increasingly recognized as an effective tool in developing the ability to pronounce new words. This does not mean, however, that phonics alone will make a child a successful reader. There are many methods and techniques used in helping a child become a good reader and no one technique can do the job. In analyzing the effectiveness of phonics, teachers have found that:

(1) Phonics can provide the child with a tool that will help him attack unfamiliar words which he encounters in his reading, but phonics will not provide the meaning of the word. (He may get the meaning from hearing the word pronounced or from the context of the sentence.)

(2) Phonics can teach the child to associate the visual symbols with sounds known to him in oral-aural form.

(3) Phonics should be an effective part of word analysis, so that the child will have some independence in working out new words.

(4) Phonics is a means to an end and not an end in itself.

THE THIRTEEN STEPS IN LEARNING SOUNDING:

(1) The sounds of single consonants.

The greatest help in attaching new words is to know how the word begins. This does not mean the name of the letter but the sound of the letter. If you know the beginning sound, you can often guess what the word has to be to fit into reading. So teach, first of all, the sounds of all the consonants. A child should be able to go down a page sounding the beginning of every word.

(2) The sounds of consonant digraphs.

When a child is finding out how words begin, he will soon come across the combinations ch, sh, th, and wh, which are called consonant digraphs. He will try to sound each of these as two letters unless he is taught otherwise. As with the single consonants, the sounds can be developed from common words such as child, church, chickens, etc.

(3) Short sounds of the vowels.

After learning the consonants, the child needs to know that the usual sounds of the vowels are the short sounds, a, e, i, o, u. Teach them by key words such as bat, bet, bit, hot, bus. These sounds are hard for children to remember because in spelling we always call the vowels by their names, but in reading the names do little good. The usual sounds of the vowels are the short ones. The sounds of vowels are easily taught by use of Phonic Lotto.

(4) The long sounds of the vowels.

The long sounds of a, e, i, o, u will already be known to children from spelling, but the fact that they need to know about the long sound is that it is practically never used unless there is a special reason. Rules 5 and 5 give these reasons.

(5) The long sound of the vowel is shown by silent final e.

Children will not have noticed that the final e on words is never sounded (except in a few words from the French). Then why is the final e there? It is there to show that the vowel before it is long. Children can discover this from words they know.

(6) Double vowels give the long sound of the first vowel.

When two vowels come together they are sometimes called double vowels and the first is long and the second is silent. But do not teach this as a rule. Teach that ai and ay give long a, ee, and ea give long e, oa gives the sound of o.

(7) Some vowels coming together are called dipthongs and have special sounds.

Not all vowels coming together follow rule 6. Some sets of vowels with special sounds are oi, oy, ou, ow, oo, eu, ew. Teach each of these sets separately from common words as the need for them arises.

(8) Vowels with r have a special sound.

When r follows a vowel, it nearly always has a special sound, as heard in car, her, sir, for, fur. This fact can be learned at any time, and does not necessarily follow those before.

(9) C and G have the soft sound before e and i.

The difference between the hard and soft sound of these two letters is seen in the words country and city, gold and gentle. Rules 10 and 13 explain breaking up of long words so that they can be sounded in pieces. They are needed from the fourth grade on because the child must help himself in recognizing words in reading. These rules need re-teaching in all grades, all the way through high school.

(10) Take off common beginnings and endings to leave base word.

Taking off common beginnings and endings is a natural way to attack a word. Perhaps after the ending is taken off, all that is left is a common, already known word such as in headed, finding, contented, encampment, and so on. Take off the beginning and ending and you may know the word.

(11) As many syllables as vowels.

Finding the syllables is done by finding the vowels. Each vowel is a sound and each syllable is a sound; therefore, each vowel means a syllable (unless some vowels go together as in double vowels and diphthongs, which are already learned).

(12) Divide between two consonants or in front of one.

Separate the syllables by the simple rule "Divide between two consonants, between vowels or in front of one consonant", as in sup ply, po ta to, num ber, la dy, etc. It must be understood that this dividing is only to help the child to recognize the word. It is not always the way to divide that is right for division at the end of a line. For instance, the rule would give us spel-ling, which is all right for recognizing the word, but for writing the division is spell-ing. To divide a word for writing, use the dictionary. That is the only way to be sure.

In dividing into syllables there is a sub-rule, which is "Never divide the r from the vowel in front of it". Usually ar, er, ir, or, ur stay together as in mor al.

(13) Open syllables are long; closed syllables short.

When you divide "between two consonants or in front of one," some syllables end in a consonant and some end in a vowel. If the syllable ends in a vowel it is called open and the vowel is usually long. If the vowel ends in a consonant, it is called closed and the vowel is usually short.

In syllabication, be prepared, as in all sounding, for many exceptions. The English language was not made by rules. It just grew up over long centuries. As a result there are customs based upon the origin of words, such as the one that you do not divide a root syllable. The only trouble is that children cannot know about roots of English words. So do not be bothered if the simple rules we have given do not exactly fit all the words. They will not do so. But they will do a definite thing. They will help the child get somewhere near the sound of the word and thus make it possible for him to recognize what word is meant.

Be sure to emphasize to all children one important fact. No one can expect to sound out a word he has never heard and to get the word just right. For one thing, he would not know where to accent the word. Then some part of the word is very likely not fit the rules. The rules are not to tell the right sound of the word. They are only to help the reader to recognize a word he already knows by hearing. So the pupil should use his rules; sound the word the best he can, and then ask himself what word that he knows is suggested. If he still does not think of a word that fits in with the context, he must go to the dictionary.

TEACHING PHONETIC ELEMENTS

I. Consonant elements

Steps
1. Hear
2. See and associate
3. Substitute

List of the 55 consonant elements

b - glass, hay, found, scream
bl - flood, care, room, house
br - laid, face, spoil, cow
c(hard) - rob, running, hurry, more
c(soft) - tell, pinch
ch - store, thin, luck, walk
cl - stump, blue, nod, sing
cr - best, speak, wrinkle, stick
d - sale, sent, feed, colt
dr - hum, head, say, bone
f - bad, seat, life, state
fl - hair, meet, sicker, take
fr - bank, met, lock, after
g(hard) - table, built, dear, song
g(soft) - them, bee, pin, list
gl - bank, see, coat, care
gr - face, mind, will, hope
h - back, feed, rail, cook
j - made, best, big, bounce
k - feel, sale, pin, settle
l - fair, name, bent, bank
m - salt, fresh, single, bane
n - pay, cap, cook, serve
p - face, wreck, like, rain
pl - bump, neat, shop, shot
pr - dance, seen, time, roof
qu - make, pail, will, pack
r - laid, cream, pile, pocket
s - page, cream, bought, pin
sc - sale, more, now, pan
scr - nibble, tap, tub, seen
sh - bake, hears, coat, pin
shr - bank, wink, led, fine
sk - bit, rid, will, late
sl - rain, week, river, mice
sm - dash, dug, bite, lock
sn - back, rob, care, wore
sp - man, like, bed, cool
spl - dash, winter, nice, butter
spr - day, shout, my, rain
squ - wall, weak, wash, wander
st - table, new, woke, break
str - rip, wide, life, land
sw - day, fine, girl, lift
t - rag, lick, cone, rough
th - match, left, born, high
th - man, cat, pen, nose
thr - dash, head, life, rush
tr - face, dash, send, will
tw - sang, fine, girl, sitter
v - bent, pan, cow, rain
w - pig, make, born, bit
wh - sale, fine, beat, him
wr - by, path, sing, hen
y - barn, beast, learn, help

II. Teaching Vowel Sounds

Use the three step procedure above

List of the vowel elements

long a - bone, hole, glide, woke
short a - bread, quick, fed, hitch
ai - boat, bread, get, boil
aw - drown, flew, down, pan
long e - (same as ee)
short e - beat, pack, flash, him
ea (head) - laid, did, rid, stood
ea (meat) - fast, bud, chip, hop
ee - boat, did, stood, had
ew (new) - do, blow, slow, he
long i - bend, spoke, race, grape
short i - [illegible]d, butter, fast, wet
long o - [illegible]er, grape, mile, sale
short o - [illegible], rid, map, left
oa - bea[illegible]creak, man, lean
oi - co[illegible]ail, most, fail
oo (loo[illegible] - break, creek, seat, feet
oo (roo[illegible] - east, mad, geese, lean
ou (out) - boat, get, let, put
ow (cow) - feel, gun, ready, jail
ow (low) - crew, fly, me, to
long u - late, done, care, fame
short u - back, hill, dance, desk

Hear: bl

Print on the board - blue, black.
Teacher and pupils say words together.
They begin with the same sound - pupils think other words that begin with the same sound.

See:

Now look at blue, black.
How are they alike? (They begin with the same two letters bl -- The words are alike in two ways - (They begin with the same letters and begin with the same sound.

Substitute:

Print on board - room, care, meat.
Teacher and pupils say words together.
Make new words using the bl sound.
Take away the r in room and put bl in its place (bloom - blare - bleat)
Have pupils make a sentence with new word.

III. Teaching Common Endings

Use the three step procedure above.

List of common endings:
able - break, eat, account, suit
ed -

t sound - check, dish, knock
d sound - bow, drown, fail, show
ed sound - crowd, paint, cloud

en sound - dark, deep, short, fail
er sound - bank, farm, kick, gray
es sound - branch, dish, inch, guess
est sound - cold, dark, neat, slow
ful sound - mind, hope, power
ing sound - add, dark, expect, fall
less sound - change, coat, life, noise
ly sound - careful, bright, fair, dim
ness sound - kind, sweet, calm, queer
s sound - age, chain, forest
y sound - cook, oil, puff, sneak

The procedure for teaching any given prefix is the same as that used in teaching an ending.

Common syllables to be taught are:

be - bewitch, behind, before, bemoan
ble - able, stumble, terrible, comfortable

cle - circle, uncle, bicycle, icicle
com - compare, comfort, compose, combine
con - confess, contest, confuse, contain
de - decide, deface, depart, deliver
dle - middle, candle, paddle
en - enjoy, lighten, enclose, brighten
ex - exact, exchange, enlist, explode
fle - ruffle, rifle, waffle
for - forget, forgive, forlorn
gle - single, angle, jiggle
im - imagine, improper, improve
in - insist, inform, income, indoors
pre - prepare, prepay, preside
ty - dirty, forty, pity, duty

SUCCESS IN REMEDIAL READING

A receipe for successful remedial reading must have three ingredients.

RESTORE THE CHILD'S SECURITY

Every case in remedial reading is a case of failure. Every case of failure means defeat to the child, and as a result, a feeling in the child of fear, frustration and insecurity.

Every teacher must see to it from the start that fear, frustration and insecurity are removed.

The good teacher must:

1. Accept the child as a friend and worth-while person.
2. Discover the child's real interests and talk about them.
3. Let the child teach her some things which he knows better than she does.
4. Make him feel relaxed and confident and then he can learn and succeed.

Many remedial classes all set up in such a way as to be, in effect "dummy classes" where all are marked as failures. The children hate such a class, the teacher and everything about it. This is the hardest task to work out for if the teacher cannot immediately restore the child's security it is much worse than no class at all.

No teacher can restore security to failing children if she does not respect and like those children and if she does not feel glad to throw herself and all her capacities into the work of rescue of these children from their fear and insecurity.

After a teacher has seen a defeated, stubborn or resentful child open up into a frank, confident, friendly one, she never regrets the patience and kindness and geniune friendly interest she has invested into a case. Unwilling teachers should never be assigned to remedial work.

DISCUSS THE "CHILD'S" AREA OF CONFIDENCE IN READING

Remedial case in reading has resulted from several years of attempted teaching. A remedial child knows odds and ends of words, scraps of sounding knowledge, has the ability to guess, has all sorts of habits of omissions, insertion, skipping and the like. But in all this confusion there is no confidence.

The child may get something right but he is never sure of what he can and cannot do. A child may attempt anything and at other times attempt nothing. He may have good days and bad days because of fear from one time and another.

From this state of confusion we need to discover just what a child is sure he knows; and just what knowledge he can use without trace of fear or insecurity. Sometimes we may find a child that seems to know several hundred words in an insecure manner. After we have eliminated the words that he is guessing, we may find he is down to less than hundred. Then we try to speed up his recognition and find that half of these he does not know postively or surely. Finally, we may find he knows fifty words surely, correctly, and all the time.

We cannot fool him on these words. He knows, he knows them. That, then is the child's "area of confidence" in reading.

With another child the common words may be no problem, but he has a lot of confused knowledge of sounding. If you give him time and allow him to guess, he will do very well, but when he is pushed or is not confident, he starts calling letters and letter combinations all sorts of things. What is his "area of confidence," in sounding? We watch his sounding reading, we test him on the sounding elements and finally come to the conclusion that all he is really sure of is the beginning consonants.

If all we ask is how a word starts he is sure of the answer. This is all we expect, because we want him to be working at the start only in his "area of confidence."

We want the child to be happy and confident in his reading. We want him to be eager to attack reading. To secure this, we must remove his fear, his feeling that "he cannot read." So we find out the area in which there is no fear. We practice in that area. Pretty soon the child says, "why, I can read." Certainly he can, within his "area of confidence."

He must practice in his "area of confidence" first. This is a reason for a vast amount of failure in reading. So many teachers refuse to go back to the area of confidence. If a child can only read with confidence at second grade level, they still give him a third grade book. In short, they are unwilling to "go back where he is." Going back to where he really is, is the first important rule for teaching reading if our chances for success are good.

So many teachers, even when they discover the "area of confidence," want to leave it for something new. The purpose of finding the "area of confidence" is to build confidence and you cannot do so unless you <u>stay in that area</u> for some time. The child must find immediate success and pleasure in his work, and that success and pleasure must continue for days and weeks, or he will not change his attitude of fear of reading. We must stay in the area of confidence until we are sure the child has developed security in reading situation.

Some children will take much longer than others. We must gauge each individual case.

If the child finds success at one level we must keep him on that level until he is secure in it. That is why it is important that we have sets of books all of the same reading difficulty, so that a child can read two, three, five, ten books all at one level until he feels a real expert.

ADVANCE FROM THE AREA OF CONFIDENCE BY A CONTINUAL SERIES OF "SUCCESS STEPS"

When the child is ready to attack something new, he must succeed at once or his fear and insecurity will return. Therefore, the teacher carefully plans each step in the progression. What is a possible step for one child may be an impossible step for another, because every step must be accompanied with immediate success. One child may learn five new words with confidence while another can learn only two. It it is a matter of a harder book one child may tackle one considerably harder while for another child the book must be slightly more difficult. Each step must be a "success step" and not a step in failure.

The teacher measures each step by what she knows about the individual child. She takes each step cautiously. Sometimes she may offer a new book and take it away almost immediately when she sees she has expected too much. Or she may take over the reading herself so that it is a "success step" in hearing a new story. In fact, the whole progress of remedial reading is a continual watching of new steps and often of taking quick steps backward when the pace has been set too fast.

The so-called "organized remedial reading" can be a failure and any attempt to make a sort of curriculum of remedial reading is a direct invitation to failure since it cannot provide success steps day by day for all people. If we use a workbook, it may be a "success step" for some children and a "failure step" for some. The same is true for any "set course" in sounding that must be followed on a schedule.

A new step has to be incorporated into a child's area of confidence. He must be very sure of the new step before he attempts another. It is very hard for a remedial teacher to keep this in mind. When a child does so well one day, she is tempted to begin something new the next day. Can the child's confidence and ease in using the new step be secured in one day? The teacher may be through teaching the new thing, but the child is not through mastering it. He needs time. His confidence must be maintained.

This step is important and a remedial teacher needs a variety of materials and methods. Children differ so greatly that what forms a series of success steps for one may mean nothing but descent into failure for others. No method works with all children. No material works equally well with all children. But here the teacher needs a tremendous array of possible materials and methods if she is to arrange "success steps" for every kind of child she comes in contact with.

This third step explains why we cannot promise remedial results at any particular time. Parents and even school officials ask if we can restore a child to grade or secure a certain level of achievement by a certain date. We can say that for most children a certain progress is to be expected. But we are not sure when the child will reach this level. If we try to plan too far ahead, we find ourselves planning failures.

To be successful in remedial reading the three requirements are: (1) Restore the child's security, (2) Discover the child's "area of confidence", and (3) Advance from the area of confidence by a series of "success steps".

Every plan for remedial work of any kind should be carefully checked against these three requirements, and so adjusted as to meet them. The three requirements cannot be ignored if we want happiness and progress for the children.